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Part LIII. Bulletin 102C Louisiana Physical Education Content Standards

Subpart 1. Teaching and Learning Criteria

Chapter 1. General Provisions

§101. Introduction

A. Louisiana State Physical Education Standards are based on the National Physical Education Standards developed by the National Association for Sport and Physical Education. This standards document is not a state curriculum or a predetermined course of study, rather, it speaks of competencies, defining what a student should know and be able to do. Teachers in the state of Louisiana are encouraged and empowered to create their own physical education curriculum that would best help their students meet these standards.

B. Standards-based reform seeks to establish clear, attainable standards at internationally competitive levels for all students. Because the standards are consensus statements about what a student should "know and be able to do," they provide a basis for student assessment, and for evaluating programs, at national, state, and local levels.

C. A significant benefit to physical education offered through the delineation of a comprehensive set of standards and accompanying assessments is that they combat the uninformed idea that physical education is an "academically soft" area of study. The standards ascribe academic standing to physical education. They say there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same as education.

D. Educational reform initiatives include aligning assessment to a program with a fully integrated teaching process that provides meaningful information about student learning and achievement. The transformation of assessment programs is moving toward performance-based assessments that focus on high-priority objectives and significant outcomes for students. The primary goal of assessment should be the enhancement of learning, rather than the documentation of learning for the purpose of determining a grade.

E. The Louisiana State Content Standards are presented in grade clusters (K-2, 3-5, 6-8, and 9-12) representing the configuration of most Louisiana school systems and developmentally appropriate physical education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1172 (June 2002).

§103. Louisiana Standards Foundation Skills

A. The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all disciplines. These foundation skills are listed numerically in parentheses at the end of each benchmark.

1. Communication. Communication is a process by which information is exchanged and a concept of *meaning* is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills:

- a. reading;
- b. writing;
- c. speaking;
- d. listening;
- e. viewing; and
- f. visually representing.

2. Problem Solving. Problem solving involves the identification of an obstacle or challenge and the application of knowledge and thinking process which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. Resource Access and Utilization. Resource Access and Utilization is the process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential in all learning processes. These resource tools include:

- a. pen;
- b. pencil and paper;
- c. audio/video material;
- d. word processors;
- e. computers;
- f. interactive devices;
- g. telecommunication; and
- h. other emerging technologies.

4. **Linking and Generating Knowledge.** Linking and generating knowledge is the effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continued improvement, students must be able to transfer and elaborate on these processes. *Transfer* refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. *Elaboration* refers to monitoring, adjusting, and expanding strategies into other contexts.

5. **Citizenship.** Citizenship is the application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes:

- a. working respectfully and productively together for the benefit of the individual and the community;
- b. being accountable for one's civil, constitutional, and statutory rights; and
- c. mentoring others to be productive citizens and lifelong learners.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1173 (June 2002).

§105. Definitions/Descriptions

BenchmarkCbehavior that indicates progress toward a content standard.

CTAPECcriterion referenced assessment tool available through the Louisiana Department of Education. This assessment measures basic motor competencies for children ages 6 and up. *CTAPE* will discriminate between children who have average motor skills and children who have significantly below average motor skills. *CTAPE* consists of six testing levels based on chronological age.

Daily Physical EducationCminimum daily instructional period of at least 30 minutes in elementary education and 50 minutes in middle and high school.

Developmentally AppropriateCtakes into account those aspects of teaching and learning that change with the age and experience of the learner.

Event TaskCa performance task that can be completed within 50 minutes. The task is loosely structured and written broadly enough to allow for multiple solutions or many possible correct answers. It should be engaging so as to capture the interest of the students and replicate or simulate a real world experience.

Group ProjectCan an assessment project completed by several students working cooperatively. As opposed to an event task that can be completed in a single class period, the group project usually takes more than one class period to complete and may include time spent outside of class. *Group projects* may be performance-based (presentation of dance, creation of a new game) or involve class presentation of results, displays, wall charts.

Health-Enhancing Physical ActivityCregular physical activity that results in maintaining physical fitness and improvement in health and well being across the life span.

Health Related FitnessClevel of physiological functioning in:

- 1. cardiovascular endurance;
- 2. strength;
- 3. muscular endurance;
- 4. flexibility; and
- 5. body composition.

InterviewCone-to-one discussion with a planned sequence of questions designed to obtain information (e.g., cognitive, affective, statistical). They are often regarded as teacher-to-student interviews for the purposes of obtaining information on student thoughts, feelings and understandings. Student-to-student or student-to-persons in the community interviews, however, may be used for such purposes as analyzing activity patterns or computing frequency of exercise.

Locomotor Skill/MovementsCbasic movements performed while moving the body from place to place (e.g., walk, run, hop, jump, skip, gallop, slide).

Manipulative SkillCmovement done to or with objects with hands or involving the feet or other parts of the body.

Movement ConceptsCmovements that reinforce concepts such as time, space, effort and relationships.

Nonlocomotor SkillCmovement of the body around an axis or joint (e.g., bend, stretch, twist, reach).

Observation (Teacher/Student)Cthe most utilized form of assessment in physical education. Teachers observe students on a regular basis as part of the instructional process. *Teacher observation* can also be used systematically to provide data on student performance, collect information on the instructional process or as a means of evaluation. All students or a sample of students representing different skill levels can be assessed. There are many tools teachers can use to record observational data including anecdotal records, checklists, rating scales, or scoring rubrics. All of these tools can be used whether in live observation or with video analysis by the teacher or by the students in peer assessment or self-assessment. The value of the information recorded in each of these cases is enhanced if teachers have a clear idea of what they are looking for in their observations and attend to issues related to the reliability and validity of the data they collect.

Observational RecordCobservational data includes anecdotal records, checklists, rating scales, or scoring rubrics either live or videotaped by teachers or students.

Parental SupportCrecord of student regularity, progress, process or product of participation that has been verified by the parent(s). The report may include verification by signature of a student's recorded report or by anecdotal comments of the parent or person who has observed the out-of-class performance.

Peer Observation

1. the observation of students by other students to assess competence in performance of skill and demonstration of selected critical elements of skill. It is most often used for the observation of critical elements that lead to a mature execution of a particular skill. Informal *peer observation* is used throughout teaching to help students evaluate progress toward the goal (inclusion of all components for a gymnastics routine or creative dance, correct pathway of travel in response to task).

2. Peer observation feedback includes:

- a. verbal discussion;
- b. verbal response;
- c. thumbs up or thumbs down; and
- d. written feedback.

3. Videotape is a helpful support technology for *peer observation*.

Performance Assessment Form of assessment in which students are asked to produce or create something demonstrating knowledge.

Portfolio Collections of a student's work assembled over time (Feuer and Fulton, 1993). They include various pieces of evidence documenting student achievement of a goal. *Portfolios* have been used by artists and models for many years to demonstrate their best work. The focus in student portfolios is on:

1. student thinking;
2. growth over time;
3. views of oneself as a learner; and
4. problem-solving.

Role Playing Students are given a scenario and then asked to simulate the characters they portray, or act out the situation that has been set for them. These dialogues can be written or verbalized. Students have the opportunity to portray real world situations. Students are required to use reasoning and problem solving to deal with the reality of the experience as it unfolds.

Rubric Rating scale and list of criteria by which student knowledge, skills or performance can be assessed.

Self-Assessment

1. the student assesses personal progress as opposed to being assessed by the teacher or by other students. *Self-assessments* include:

- a. rating scales for levels of performance;
- b. participation;
- c. recording performance scores (e.g., distance, accuracy);

d. summary reports after a series of assessment tasks (e.g., dribbling, throwing for accuracy and distance, jump shooting, physical fitness profiles); and

e. questionnaires of likes and dislikes in activities.

2. *Self-assessment* is a part of logs, journals and portfolios as students evaluate personal performance or progress toward goals.

Standard What students should know and be able to do.

Student Journal Student record of participation, results, responses to, feelings, perception, or reflections about actual happenings or results. Entries, made at regular intervals over time, may serve as indicators of success, failure, benefits, or other intangible products of participation. Entries are not viewed as right or wrong since they are reflections about personal performance including social and psychological perspectives. Students may describe both positive and negative behavior. Journal entries are used to summarize, compare and contrast like and unlike experiences, provide opportunity for self-analysis of personal meaning and quality of participation, record behavior adjustments, compare results of other assessment options including conditions which contribute, enhance, or limit participation, and as a resource of suggestions for change. Journal entries can be reviewed to determine how a student processes both internal and external information about his or her performance.

Student Log

1. students record performance of specific behaviors over a period of time that identifies:

- a. products;
- b. time intervals;
- c. decisions/choices; and
- d. reflections.

2. Recorded items should indicate critical factors relative to expected results. Information may show:

- a. performance changes;
- b. sequence of behaviors;
- c. choices;
- d. feelings;
- e. documentation of conditions;
- f. progress;
- g. process, and/or
- h. regularity of participation.

3. *Logs* may be kept by individual students, small groups, or whole classes. Information can be used in combination with other assessment options to justify program changes and to make predictions.

Student Project Students engage in building a scenario, determining goals, planning a program of participation to achieve outcomes, and implementing the plan to the

completion of the goals. Student projects provide for a range of strategies and results including the following: the application of the processes of data collection, goal setting, planning, analysis, decision making, problem solving; development and application of skill and knowledge to real-life situations to solve problems or create "new" interventions to reach personal goals. These may include:

1. multiple objectives or outcomes;
2. combine multiple assessment options (e.g., logs, journals, and reports);
3. student autonomy in choosing procedures and reaching conclusions;
4. solo or multiple students;
5. multiple resources;
6. changes in status, behaviors or conditions;
7. authenticity;
8. performance products;
9. flexibility of time (complexity of task determines time); and
10. integration of multiple content areas, concepts and applications.

Wellness Individual exercise programs based on health and healthy lifestyle issues including physical, intellectual, emotional, social and spiritual dimensions.

Written Tests

1. encompass multiple choice, true/false, matching, essay, short answer and fill-in-the-blank test formats traditionally used to examine:

- a. knowledge;
- b. comprehension;
- c. application;
- d. analysis;
- e. synthesis; and
- f. evaluation of the knowledge base in physical education.

2. Broadly speaking, such tests could include other test formats such as oral examinations and examinations that use drawings or pictures to elicit student responses.

3. *Written tests* are commonly used for short quizzes or for longer formal examinations.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1173 (June 2002).

§107. Louisiana Physical Education Standards

A. Demonstrates competency in many movement forms and proficiency in a few movement forms. (1,2,5)

1. The intent of this standard is the development of movement competence and proficiency. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove), are used in increasingly more complex movement environments (more players or participants, rules, and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills in at least two or three areas.

B. Applies movement concepts and principles to the learning and development of motor skills. (1,2,4)

1. This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as:

- a. motor learning and development;
- b. sport psychology and sociology;
- c. biomechanics; and
- d. exercise physiology.

2. Specifically this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and, therefore, more regular and effective participation in physical activity.

a. During the lower elementary years emphasis is placed on establishing a movement vocabulary and the initial application of introductory concepts (e.g., for absorption, principles governing equilibrium, application of force).

b. Through the upper elementary and middle school years an emphasis is placed on learning more and increasingly complex concepts. In addition, emphasis is placed on applying and generalizing these concepts to real life physical activity situations (e.g., managing stress and the effect of growth spurt on movement performance).

c. During the high school years the student should possess sufficient knowledge of concepts to independently

and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training).

d. By graduation the student should have developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

C. Exhibits a physically active lifestyle. (1,2,3,4,5)

1. The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunities to develop movement competence and they should be encouraged to participate in vigorous and unstructured play. As students get older the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity, and its immediate and identifiable effects on the body, to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well being. This yields a comprehensive perspective on maintaining the idea of a healthy lifestyle.

D. Achieves and maintains a health-enhancing level of physical fitness. (2,3,4,5)

1. The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels rather than setting a single set of standards for all children at a given grade level.

a. For elementary children, the emphasis is on promoting an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness.

b. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness.

c. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness. Thus student should have both the ability and willingness to accept

responsibility for personal fitness which fosters an active, healthy lifestyle.

E. Demonstrates responsible personal and social behavior in physical activity settings. (1,2,5)

1. The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity-oriented settings. These include safe practices, adherence to rules and procedure, etiquette, cooperation, teamwork, ethical behavior in sport, and positive social interaction.

2. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules and procedures, as well as a focus on safety. In the upper elementary levels, students identify the purposes for rules and procedures and become involved in decision-making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly, while positively influencing the behavior of others in physical activity settings.

F. Demonstrates understanding and respect for differences among people in physical activity settings. (1,5)

1. The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status.

a. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity.

b. By middle school, students participate cooperatively in physical activity with persons with diverse characteristics and backgrounds.

c. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

G. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

1. This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout the life span.

a. Elementary school children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability.

b. At the middle school level, participation in physical activity provides important opportunities for

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challenge, social interaction and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings.

c. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to

actively pursue lifelong physical activities that meet their own needs.

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Title 28 EDUCATION

Part LIII. Bulletin 102C Louisiana Physical Education Content Standards

Subpart 3. Cluster Levels

Chapter 3. Content Standards and Benchmarks

§301. Coding Key for Benchmarks

A. Standards are broad goals for student achievement in a content area. Each standard is followed by a set of benchmarks.

B. The benchmarks state what a student should know and be able to do in order to reach the standard. The key below will explain the coding used for the benchmarks contained in this document.

1. The first number indicates the standards number.
2. The capitol letter represents the cluster level.
3. The third symbol is a second number, which represent the benchmark number.

4. The letters for each grade cluster level are below:

PCrepresents the primary cluster level, grades K-2

ECrepresents the elementary cluster level, grades 3-5

MCrepresents the middle school cluster level, grades 6-8

HCrepresents the high school cluster level, grade 9

Example: 2-E-4 would represent benchmark four for standard two on the Elementary Level (grades 3-5).

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Chapter 5. Grades K-2C Primary Cluster Level

§501. Standard 1

A. Standard 1 demonstrates competency in many movement forms and proficiency in a few movement forms.

1. Intent. The intent of this standard is to enable students to demonstrate mature locomotor and nonlocomotor patterns and combine these movements in smooth, rhythmical and sequential patterns in a variety of conditions.

B. Benchmarks

1-P-1	Performs locomotor and non-locomotor skills at a basic level progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.	(2,4)
1-P-2	Demonstrates ways to manage body weight in a variety of situations alone or within a group (e.g., hanging, climbing, and balancing in symmetrical and asymmetrical shapes).	(1,3,4)
1-P-3	Performs manipulative skills using a variety of equipment in different environmental conditions (e.g., striking with self, partner, or in a game situation).	(1,2,4,5)
1-P-4	Performs basic rhythmic skills alone, with a partner or within a group.	(1,2,5)

C. Suggested Assessment Methods

1. Teacher observation
2. Group project
3. Self assessment
4. Peer observation
5. Checklist
6. Video analysis

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1177 (June 2002).

§503. Standard 2

A. Standard 2 applies movement concepts and principals to the learning and development of motor skills.

1. Intent. The intent of this standard is to enable students to demonstrate elements of fundamental skills and to use them in relation to the concepts of space, effort and relationships.

B. Benchmarks

2-P-1	Integrates other content areas through movement.	(1,2,3,4,5)
2-P-2	Demonstrates and uses a variety of relationships with objects (e.g., over/under, behind, alongside, through).	(1,2,4)
2-P-3	Identifies fundamental movement patterns	(1,2,4)
2-P-4	Establishes a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist).	(1,2,4)
2-P-5	Applies appropriate concepts to performance (change direction while running).	(1,2,4)

C. Suggested Assessment Methods

1. Teacher observation
2. Group project
3. Self assessment
4. Peer observation
5. Checklist
6. Written test
7. Video analysis

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1177 (June 2002).

§505. Standard 3

A. Standard 3 exhibits a physically active lifestyle.

1. Intent. The intent of this standard is to enable students to develop positive attitudes toward regular physical activity and its effect on personal well being.

B. Benchmarks

3-P-1	Participates regularly in vigorous activities outside of physical education class.	(1,2,3,4,5)
3-P-2	Acknowledges that physical activity is good for personal well being.	(1,2,3,4,5)
3-P-3	Experiences and expresses satisfaction from participation in physical activity.	(1,2,4,5)

C. Suggested Assessment Methods

1. Group project
2. Self assessment
3. Peer observation
4. Student journal
5. Interview
6. Portfolio
7. Role playing

8. Criterion-Related Assessment (C-TAPE-Competency Test for Adapted Physical Education)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1177 (June 2002).

§507. Standard 4

A. Standard 4 achieves and maintains a health-enhancing level of physical fitness.

1. Intent. The intent of this standard is to encourage students to participate in activities that promote health-related fitness.

B. Benchmarks

4-P-1	Sustains activity from moderate to vigorous intensity levels while participating in physical activity.	(2,4)
4-P-2	Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, increased breathing).	(1,2,4)
4-P-3	Demonstrates activities that increase muscular strength and endurance.	(1,2,4)
4-P-4	Demonstrates moving each joint through a full range of motion.	(1,2,4)

C. Suggested Assessment Methods

1. Teacher observation
2. Self assessment
3. Peer observation
4. Group project
5. Parental report
6. Portfolio
7. Student log
8. Written test
9. Checklist - teacher, student, and parent

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1178 (June 2002).

§509. Standard 5

A. Standard 5 demonstrates responsible personal and social behavior in physical activity settings.

1. Intent. The intent of this standard is to enable students to demonstrate safe practices, rules and procedures with little or no reinforcement.

B. Benchmarks

5-P-1	Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium).	(1,2,4,5)
5-P-2	Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings.	(1,2,4,5)
5-P-3	Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.	(1,2,4,5)
5-P-4	Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).	(1,2,4,5)

C. Suggested Assessment Methods

1. Portfolio
2. Teacher observation
3. Student journal
4. Observational record
5. Parental reporting
6. Checklist – teacher, student, and parent

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1178 (June 2002).

§511. Standard 6

A. Standard 6 demonstrates an understanding and respect for differences among people in physical activity settings.

1. Intent. The intent of this standard is to encourage students to identify and demonstrate concepts of cooperation, sharing and consideration regardless of differences.

B. Benchmarks

6-P-1	Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.	(1,2,5)
6-P-2	Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability).	(1,2,5)
6-P-3	Demonstrates a willingness to help a fellow student who has difficulty completing a skill	(1,2,5)

C. Suggested Assessment Methods

1. Written assessment
2. Oral assessment
3. Checklist
4. Student journal
5. Portfolio
6. Observational record
7. Interview
8. Role playing
9. Teacher observation
10. Group project

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1178 (June 2002).

§513. Standard 7

A. Standard 7 understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

1. Intent. The intent of this standard is to encourage students to demonstrate cooperation with others in dyads and small groups and to express their feelings through activity.

B. Benchmarks

7-P-1	Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.	(1,2,4)
7-P-2	Distinguishes feelings about and during physical activity.	(1,2,4)
7-P-3	Displays a willingness to participate in new activities.	(1,2,4)

C. Suggested Assessment Methods

1. Written Assessment
2. Oral assessment
3. Checklist
4. Student journal
5. Student portfolio
6. Role playing
7. Teacher observation
8. Interview
9. Group project

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1178 (June 2002).

Chapter 7. Grades 3-5C Elementary Cluster Level

§701. Standard 1

A. Standard 1 demonstrates competency in many movement forms and proficiency in a few movement forms.

1. Intent. The intent of this standard is to demonstrate refined fundamental movement patterns. Attainment of mature motor patterns and variations of skills and skill combinations are performed. In addition, students should be able to acquire some specialized skills basic to a movement form and to use those skills with a partner.

B. Benchmarks

1-E-1	Demonstrates mature forms in locomotor, non-locomotor, and manipulative skills (e.g., locomotor - run, jump, skip; non-locomotor - bend, stretch, lunge; manipulative - catching, throwing, kicking).	(1,3,5)
1-E-2	Combines a variety of motor skills for specific sports (e.g., catches, dribbles and passes basketball to a moving partner).	(1,3,5)
1-E-3	Exhibits ability to manipulate objects with the skills necessary to participate in games and lead-up activities (e.g., engages in simple games requiring manipulative skills).	(2,3,5)
1-E-4	Demonstrates the ability to create rhythmic movement patterns and dances (e.g., performs rhythmic body movements and communicates ideas and feelings with and without music).	(1,4)

C. Suggested Assessment Methods

1. Teacher observation
2. Event task
3. Peer observation
4. Student log
5. Performance assessment
6. Observational record

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

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§703. Standard 2

A. Standard 2 applies movement concepts and principles to the learning and development of motor skills.

1. Intent. The intent of this standard is to enable students to use critical elements to refine personal performance of fundamentals and selected specialized motor skills. They should be able to identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations.

B. Benchmarks

2-E-1	Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).	(2,4)
2-E-2	Applies critical elements to improve personal performance in fundamental and selected specialized motor skills (e.g., describes and demonstrates body positions for each part of an overhand throw).	(1,4)
2-E-3	Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing the running long jump for maximum distance).	(1,4)
2-E-4	Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting).	(2,5)

C. Suggested Assessment Methods

1. Teacher observation
2. Student log
3. Event task
4. Peer observation
5. Written test
6. Observational record

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1179 (June 2002).

§705. Standard 3

A. Standard 3 exhibits a physically active lifestyle.

1. Intent. The intent of this standard is to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits.

B. Benchmarks

3-E-1	Describes the physical, emotional, and psychological benefits of participation in health-related activities	(1,5)
3-E-2	Identifies several moderate to vigorous physical activities that provides personal pleasure (e.g., participates in youth league soccer after school, or joins in a pick-up game of basketball).	(1,4,5)
3-E-3	Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness)	(2,4)

C. Suggested Assessment Methods

1. Student log
2. Written test
3. Group project
4. Observational record
5. Technology use

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1179 (June 2002).

§707. Standard 4

A. Standard 4 achieves and maintains a health-enhancing level of physical fitness.

1. Intent. The intent of this standard is to match different types of physical activity with underlying physical fitness components including moderate to vigorous physical activities in a variety of settings.

B. Benchmarks

4-E-1	Identifies several activities related to each component of health-related fitness.	(1,4)
4-E-2	Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.	(1,2,4)
4-E-3	Selects an activity program that is designed to improve health-related fitness.	(2)
4-E-4	Adopts personal goals based upon results of fitness assessments.	(1,2,3,4,5)
4-E-5	Achieves reasonable levels in all components of health-related fitness.	(1,2,3,4,5)

C. Suggested Assessment Methods

1. Student project
2. Student log
3. Student journal
4. Written test

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1179 (June 2002).

§709. Standard 5

A. Standard 5 demonstrates responsible personal and social behavior in physical activity settings.

1. Intent. The intent of this standard is to develop activity-specific safe practices, rules, procedures and etiquette.

B. Benchmarks

5-E-1	Demonstrates good sportsmanship and fair play in a variety of settings	(1,2,5)
5-E-2	Recognizes and avoids unsafe practices and situations	(2,4,5)
5-E-3	Works cooperatively with teachers and peers to reach a common goal	(1,2,5)
5-E-4	Exhibits independence and ability to succeed in groups	(1,2,5)
5-E-5	Accepts and gives constructive feedback	(1,2,5)

C. Suggested Assessment Methods

1. Teacher observation
2. Event task
3. Group project
4. Student journals
5. Observational record

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1180 (June 2002).

§711. Standard 6

A. Standard 6 demonstrates understanding and respect for differences among people in physical activity settings.

1. Intent. The intent of this standard is to build on the foundation laid in early grades that encourages students to develop cultural/ethnic self-awareness.

B. Benchmarks

6-E-1	Displays positive attitudes toward self and others through physical activity.	(1,5)
6-E-2	Demonstrates tolerance for individual differences.	(1,5)
6-E-3	Explores the role of culture in physical activities of other countries.	(1,4,5)

C. Suggested Assessment Methods

1. Group project
2. Student log
3. Student project
4. Portfolio
5. Teacher Observation

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1180 (June 2002).

§713. Standard 7

A. Standard 7 understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

1. Intent. The intent of this standard is to identify activities that will challenge, encourage and promote the enjoyment and commitment to engaging in regular physical activities.

B. Benchmarks

7-E-1	Exhibits positive feelings about participation in physical activity.	(1,5)
7-E-2	Engages in the challenge of new activities.	(1,3,4)
7-E-3	Participates enthusiastically in independent and interactive physical activities.	(1,2,3,5)
7-E-4	Participates in and designs games, gymnastics and dance to increase skill competence.	(1,2,3,4,5)
7-E-5	Acknowledges the role of games, sports, and dance in getting to know and understand self and others.	(1,4,5)

C. Suggested Assessment Methods

1. Group project
2. Portfolio
3. Student log
4. Teacher observation
5. Student project

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1180 (June 2002).

Chapter 9. Grades 6-8C Middle School Cluster Level

§901. Standard 1

A. Standard 1 demonstrates competency in many movement forms and proficiency in a few movement forms.

B. The middle school student is expected to acquire competence in a variety of movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in dance activities, outdoor pursuits, and modified versions of team and individual sports. In order to do this, students should have gained competence in the basic skills and their application to modified versions of these movement forms.

C. Benchmarks

1-M-1	Demonstrates the ability to combine locomotor, non-locomotor, and manipulative skills (e.g., combines running, stopping, throwing, shooting and kicking)	(3)
1-M-2	Exhibits basic strategies related to specific lead-up games (e.g., basic offense and defense; strategies related to cooperative activities)	(1,2,4)

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1-M-3	Demonstrates basic competency in more complex motor skills and more advanced specialized skills (e.g. hand dribble and foot dribble to prevent an opponent from stealing) related to specific sports activities (e.g., participates in modified versions of team sports such as basketball, volleyball, softball, soccer)	(2,4)
1-M-4	Demonstrates the ability to create rhythmic movement patterns (e.g., performs movements and routines in activities such as square dance, line dance, modern dance, aerobics, kick boxing, Tai Chi, Yoga)	(1,2,4,5)
1-M-5	Demonstrates strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, placing ball away from opponent in a racket sport, hand and foot dribble while preventing an opponent from stealing the ball)	(1,2,4,5)

D. Suggested Assessment Methods

1. Teacher observation
2. Role playing
3. Self assessment
4. Group project
5. Written test
6. Student project

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1180 (June 2002).

§903. Standard 2

A. Standard 2 applies movement concepts and principles to the learning and development of motor skills.

B. Middle school students' increasing competence affords them opportunities to develop more advanced knowledge and understanding. This is exemplified through their growing understanding and application of more advanced movement and game strategies, critical elements of advanced movement skills, and the identification of characteristics representative of highly skilled performance. Concepts of practice in relation to performance can be understood and applied, and are indicative of the increasing complexity of discipline-specific knowledge that can be used (e.g., lengthening the lever increases linear velocity).

C. Benchmarks

2-M-1	Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced (e.g., throws softball different distances using varied trajectories and amounts of force).	(2,4)
2-M-2	Demonstrates how practicing movement skills improves performance (e.g., maintains a log of practice attempts for throwing a softball at a target, compares differences in successful throws from first attempts to last attempts).	(4)

2-M-3	Analyzes and applies advanced movement and game strategies (e.g., guards another player who is dribbling a basketball, attempts to prevent a pass or shot; demonstrates game strategies involved in playing tennis, pickle ball, bounce ball).	(2,4)
2-M-4	Recognizes and applies principles necessary for safe and skilled physical performance (e.g., never shoot an arrow up into the air; always include a warm-up and cool-down component as part of the activity).	(2,4)

D. Suggested Assessment Methods

1. Teacher observation
2. Role playing
3. Self-assessment
4. Student log

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1181 (June 2002).

§905. Standard 3

A. Standard 3 exhibits a physically active lifestyle.

B. The middle school student should participate in at least one physical activity outside of the school setting on a regular basis. It is the intent of this standard to increase awareness of the opportunities for participation and interest in participating in a superfluous of different kinds of physical activity experiences. Students should be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals and interest. Greater and more specific understanding of long-term health benefits and understanding the relationship of health maintenance to the quality of lifelong health is expected.

C. Benchmarks

3-M-1	Identifies opportunities in the school and community for regular participation in physical activity (e.g., rollerblading, bicycling, hiking intramural activities and extracurricular activities).	(2,3,4)
3-M-2	Explores a variety of new physical activities for personal interest in and out of physical education class (e.g., participates in games, sports, dance and outdoor pursuits both in and out of school based on individual interests and capabilities; explores new activities on the Internet).	(2,3,4)
3-M-3	Establishes and pursues personal physical activity goals through regular physical activity (e.g., participates in an individualized physical activity program designed with the help of the teacher).	(1,2,3,4)
3-M-4	Describes the elements of a healthy lifestyle (e.g., explains the health-related and skill-related components of a healthy lifestyle; uses heart rate monitors to discuss cardiovascular health).	(1,2,3,4)

D. Suggested Assessment Methods

1. Teacher observation
2. Interview
3. Self-assessment
4. Student project
5. Portfolio
6. Parental Report
7. Student log

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1181 (June 2002).

§907. Standard 4

A. Standard 4 achieves and maintains a health-enhancing level of physical fitness.

B. Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance flexibility, body composition, as well as cardiorespiratory endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how they can be utilized in improving physical fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.

C. Benchmarks

4-M-1	Participates in and sustains moderate to vigorous physical activity in a variety of settings (e.g., activity should elevate heart rate to target heart rate zone).	(4)
4-M-2	Develops individual goals for each of the health-related fitness components (e.g., assess individual fitness levels and set individual goals based on fitness results).	(2,4)
4-M-3	Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.	(3,4)
4-M-4	Analyzes and applies basic principles of training to improve health-related fitness [e.g., addresses development of a workout plan, warm-up, cool-down, and includes such principles as FITT (frequency, intensity time and type), overload, specificity].	(2,4)

D. Suggested Assessment Methods

1. Teacher observation
2. Written test
3. Observational record
4. Student project
5. Peer Observation

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1181 (June 2002).

§909. Standard 5

A. Standard 5 demonstrates responsible personal and social behavior in physical activity settings.

B. Students are beginning to seek greater independence from adults. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow pertinent practices, rules and procedures necessary for successful performance. They practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

C. Benchmarks

5-M-1	Participates in cooperative activities in both leadership and follower roles.	(1,2,4,5)
5-M-2	Utilizes time effectively to complete assigned tasks.	(3,4)
5-M-3	Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations.	(1,2,4)

D. Suggested Assessment Methods

1. Teacher assessment
2. Group project
3. Peer observation
4. Student log
5. Self-assessment
6. Student project
7. Written test
8. Event task

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1182 (June 2002).

§911. Standard 6

A. Standard 6 demonstrates understanding and respect for differences among people in physical activity settings.

B. At the middle school level, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.

C. Benchmarks

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6-M-1	Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world (e.g., incorporate the history of individual sports or discuss the history of the Olympics).	(3,4)
6-M-2	Recognizes commonalities and differences in people of different genders, cultures, ethnicity, abilities and skill levels, and seeks to learn more about both.	(2,4,5)
6-M-3	Recognizes the role of sport, games and dance in getting to know and understand others of like and different backgrounds (e.g., write a report on the history and their impact today).	(3,5)

D. Suggested Assessment Methods

1. Teacher Observation
2. Student Log
3. Self-Assessment
4. Interview
5. Portfolio
6. Student Project
7. Role Playing
8. Event Task
9. Group Project

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1182 (June 2002).

§913. Standard 7

A. Standard 7 understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

B. A primary reason middle school students seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for competition with peers and serve as a means of gaining the respect and recognition of others. Skill expertise is increasingly valued. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics and various sport activities become increasingly more important.

C. Benchmarks

7-M-1	Participation in challenging activities and in activities requiring the utilization of newly acquired skills (e.g., participates in recreational opportunities outside of school according to their abilities).	(2,4)
7-M-2	Identifies the social, emotional and physical benefits of participation in physical activities (e.g., students explain the benefits of physical activity).	(1,4)
7-M-3	Demonstrates enjoyment from participation in physical activities.	(5)

D. Suggested Assessment Methods

1. Teacher observation
2. Student log
3. Self-assessment
4. Student project
5. Portfolio
6. Event task

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1182 (June 2002).

Chapter 11. Grades 9-12C High School Cluster Level

§1101. Standard 1

A. Standard 1 demonstrates competency in many movement forms and proficiency in a few movement forms.

B. Students in grades 9 and above have reached a high level of competency in movement forms and are ready to attempt mastery in some chosen activities. Through observation, analysis and practice, they develop movement skills to the highest level possible for them at this developmental stage. They participate in a variety of individual, dual and team sports as well as in recreational games, dance and challenge activities.

C. Benchmarks

1-H-1	Demonstrates proficiency in applying advanced skills, strategies and rules for specific activities (e.g., plays games such as racquet, field and court sports that require advanced eye/body coordination and high levels of strategy).	(1,2,3,4,5)
1-H-2	Develops outdoor and lifelong leisure pursuits.	(1,3,4,5)

D. Suggested Assessment Methods

1. Teacher observation
2. Portfolio
3. Observational record
4. Written test
5. Performance assessment

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1183 (June 2002).

§1103. Standard 2

A. Standard 2 applies movement and principles to the learning and development of motor skills.

B. Students at this grade level are beginning to specialize in a few movement forms leading toward proficiency. They bring together many disciplines such as physics and anatomy to gain a better understanding of how and why they move as they do. They predict performance outcomes based on movement principles and plan their goals accordingly.

C. Benchmarks

2-H-1	Synthesizes previously learned skills and incorporates them into dynamic physical activity settings.	(1,2,3,4)
2-H-2	Identifies and applies critical elements to enable the development of movement competence/proficiency (e.g., applies biomechanical concepts and principles to analyze and improve performance of self and others).	(1,2,3,4)

D. Suggested Assessment Methods

1. Teacher observation
2. Student project
3. Observational record
4. Peer observation
5. Group project

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1183 (June 2002).

§1105. Standard 3

A. Standard 3 exhibits a physically active lifestyle.

B. Students participate in a variety of physical activities that can be continued for a lifetime. Students at this level should be able to develop sound strategies for incorporating physical activity into a comprehensive lifetime activity plan.

C. Benchmarks

3-H-1	Utilizes available community resources to promote an active lifestyle (e.g., develop strategies to deal with participation that will occur over their life span).	(1,2,3,4,5)
3-H-2	Participates in lifetime recreational activities specific to fitness components (e.g., rock climbing, backpacking, power walking, rollerblading, orienteering).	(1,2,3,4,5)
3-H-3	Participates regularly in physical activities that contribute to improved physical fitness and wellness.	(3,4,5)

D. Suggested Assessment Methods

1. Teacher observation
2. Student report
3. Observational record
4. Portfolio
5. Student journal
6. Interview
7. Group project

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1183 (June 2002).

§1107. Standard 4

A. Standard 4 achieves and maintains a health-enhancing level of physical fitness.

B. Students should begin to choose and participate on a regular basis in physical activities that enable them to achieve and maintain health-related fitness. Students should be able to interpret information from fitness tests and begin to design, with teacher guidance, a health-related fitness plan.

C. Benchmarks

4-H-1	Participates in a variety of health-enhancing physical activities in both school and non-school settings.	(3,4,5)
4-H-2	Identifies and evaluates personal physiological response to exercise (e.g., monitor body responses before, during and after exercise by checking such factors as heart rate, perceived exertion, recovery time and adequate fluid intake).	(2,3,4)
4-H-3	Designs health-related fitness programs based on accurately assessed fitness profiles.	(1,2,3,4,5)

D. Suggested Assessment Methods

1. Teacher observation
2. Written test
3. Observational record
4. Student project
5. Peer observation

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1183 (June 2002).

§1109. Standard 5

A. Standard 5 demonstrates responsible personal and social behavior in physical activity settings.

B. Students demonstrate responsible personal and social behavior through following safe practices, rules, procedures and etiquette in all physical activity settings. Students do so with an understanding of their responsibility as a positive influence on the behavior of others. They anticipate potential

conflicts and strive to prevent them from happening or quickly resolve conflicts that do occur in socially accepted ways.

C. Benchmarks

5-H-1	Demonstrates safe and appropriate use and care of equipment and facilities (e.g., anticipated potentially dangerous situations related to physical activity).	(1,3,4)
5-H-2	Identifies the inherent risks associated with physical activity in extreme environments (e.g., describe safety techniques to use to avoid dehydration, over-exertion, heat exhaustion and hypothermia during physical activity in extreme environments).	(1,2,4,5)
5-H-3	Initiates and models independent and interdependent personal behaviors in physical activity settings.	(1,2,5)

D. Suggested Assessment Methods

1. Teacher observation
2. Student project
3. Observational record
4. Student report
5. Self-assessment
6. Peer observation
7. Written tests

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1184 (June 2002).

§1111. Standard 6

A. Standard 6 demonstrates understanding and respect for differences in physical activity settings.

B. Students recognize the influence of sport on society. They analyze the effects of cultural differences on the various types of sports activities seen in different parts of the world. They explore the history and purposes of international competitions. They compare games and physical activities in different countries and describe how multiculturalism influences these games. Students begin to develop their own feelings about inclusion of people with physical, cultural and emotional differences in the physical activities in which they participate.

C. Benchmarks

6-H-1	Explores how age, gender, ethnicity, culture and economic status affect physical activity selection and participation.	(1,2,3,4,5)
6-H-2	Develops and integrates strategies for inclusion of all in physical activities.	(1,2,3,4,5)

D. Suggested Assessment Methods

1. Teacher observation
2. Student report
3. Observational record
4. Group project
5. Portfolio

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1184 (June 2002).

§1113. Standard 7

A. Standard 7 understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

B. Students enjoy expressing their feelings through play and other physical activities. Student members of competitive teams or activity groups experience positive feelings associated with individual and group successes and learn how to control feelings of disappointment in losing situations. Students seek out challenging activities without fear. They recognize and discuss the value of participation in physical activities and the social interaction it provides.

C. Benchmarks

7-H-1	Participates for enjoyment in a variety of physical activities in competitive and recreational settings (e.g., identifies participation factors that contribute to enjoyment and achievement of a team).	(1,2,4,5)
7-H-2	Identifies positive aspects of participation in several different physical and social activities with others (e.g., jogging, dancing, walking, recreational activities).	(1,2,4,5)
7-H-3	Illustrates benefits of physical education on social and emotional well-being (e.g., participates in physical activities to relax and relieve stress).	(1,2,5)

D. Suggested Assessment Methods

1. Written report
2. Student journal
3. Student projects
4. Portfolio
5. Event task

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 28:1184 (June 2002).

Title 28 EDUCATION

Part LIII. Bulletin 102-Louisiana Physical Education Content Standards

Subpart 5. Cluster Level Charts

Chapter 15. Physical Education Standards by Levels

§1501. Standards 1-7

A. Standard I

Physical Education Standards by Levels	
Standard I: Demonstrates competency in many movement forms and proficiency in a few movement forms.	
Level P: Primary (K-2)	Level E: Elementary (Grades 3-6)
1-P-1 Performs locomotor and non-locomotor skills at a basic level progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.	1-E-1 Demonstrates mature forms in locomotor, non-locomotor and manipulative skills.
1-P-2 Demonstrates ways to manage body weight in a variety of situations alone or within a group.	1-E-2 Combines a variety of motor skills for specific sports.
1-P-3 Performs manipulative skills using a variety of equipment in different environmental conditions.	1-E-3 Exhibits ability to manipulate objects with the skills necessary to participate in games and lead-up activities.
1-P-4 Performs basic rhythmic skills, alone, with a partner or within a group.	1-E-4 Demonstrates the ability to create rhythmic movement patterns and dances.

Physical Education Standards by Levels	
Standard I: Demonstrate competency in many movement forms and proficiency in a few movement forms.	
Level M: Middle School (Grades 6-8)	Level H: High School (Grades 9-12)
1-M-1 Demonstrates ability to combine skills.	1-H-1 Demonstrates proficiency in applying advanced skills, strategies and rules for specific activities.
1-M-2 Exhibits basic strategies related to specific lead-up games.	1-H-2 Develops outdoor and lifelong leisure pursuits.
1-M-3 Demonstrates basic competency in more complex motor and advanced specialized skills related to specific sports activities.	
1-M-4 Demonstrates the ability to create rhythmic movement patterns.	
1-M-5 Demonstrates strategies for net and invasion games.	

B. Standard II

Physical Education Standards by Levels	
Standard II: Applies movement concepts and principals to the learning and development of motor skills.	
Level P: Primary (K-2)	Level E: Elementary (Grades 3-6)
2-P-1 Integrates other content areas through movement.	2-E-1 Integrates movement concepts with other content areas.
2-P-2 Demonstrates and uses a variety of relationships with objects.	2-E-2 Applies critical elements to improve personal performance in fundamental and selected specialized motor skills.
2-P-3 Identifies fundamental movement patterns.	2-E-3 Recognizes and describes critical elements of more complex movement patterns.
2-P-4 Establishes a beginning movement vocabulary.	2-E-4 Employs the concept of efficient and effective practice to improve skills in appropriate settings.
2-P-5 Applies appropriate concepts to performance.	

Physical Education Standards by Levels	
Standard II: Applies movement concepts and principals to the learning and development of motor skills.	
Level M: Middle School (Grades 6-8)	Level H: High School (Grades 9-12)
2-M-1 Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced.	2-H-1 Synthesizes previously learned skills and incorporates them into dynamic physical activity settings.
2-M-2 Demonstrates how practicing movement skills improves performance.	2-H-2 Identifies and applies critical elements to enable the development of movement competence/ proficiency.
2-M-3 Analyzes and applies advanced movement and game strategies.	
2-M-4 Recognizes and applies principles necessary for safe and skilled physical performance.	

C. Standard III

Physical Education Standards by Levels	
Standard III: Exhibits a physically active lifestyle.	
Level P: Primary (K-2)	Level E: Elementary (Grades 3-6)
3-P-1 Participates regularly in vigorous activities outside of physical education class.	3-E-1 Describes the physical, emotional, and psychological benefits of participation in health-related activities.
3-P-2 Acknowledges that physical activity is good for personal well being.	2-E-2 Identifies several moderate to vigorous physical activities that provide personal pleasure.
3-P-4 Experiences and expressed satisfaction from participation in physical activity.	3-E-3 Selects and participates regularly in physical activities for the purpose of improving skills and health.

Physical Education Standards by Levels	
Standard III: Exhibits a physically active lifestyle.	
Level M: Middle School (Grades 6-8)	Level H: High School (Grades 9-12)
3-M-1 Identifies opportunities in the school and community for regular participation in physical activity.	3-H-1 Utilizes available community resources to promote an active lifestyle.
3-M-2 Explores a variety of new physical activities for personal interest in and out of physical education class.	3-H-2 Participates in lifetime recreational activities specific to fitness components.
3-M-3 Establishes and pursues personal physical activity goals through regular physical activity.	3-H-3 Participates regularly in physical activities that contribute to improved physical fitness and wellness.
3-M-4 Describes the elements of a healthy lifestyle.	

D. Standard IV

Physical Education Standards by Levels	
Standard IV: Achieves and maintains a health-enhancing level of physical fitness.	
Level P: Primary (K-2)	Level E: Elementary (Grades 3-6)
4-P-1 Sustains activity from moderate to vigorous intensity levels while participating in physical activity.	4-E-1 Identifies several activities related to each component of health-related fitness.
4-P-2 Identifies physiological signs of moderate physical activity.	4-E-2 Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate fitness.
4-P-3 Demonstrates activities that increase muscular strength and endurance.	4-E-3 Selects an activity program designed to improve health-related fitness.
4-P-4 Demonstrates moving each joint through a full range of motion.	4-E-4 Adopts personal goals based upon results of fitness assessments.

Physical Education Standards by Levels	
Standard IV: Achieves and maintains a health-enhancing level of physical fitness.	
Level M: Middle School (Grades 6-8)	Level H: High School (Grades 9-12)
4-M-1 Participates in and sustains moderate to vigorous physical activity in a variety of settings.	4-H-1 Participates in a variety of health-enhancing physical activities in both school and non-school settings.
4-M-2 Develops individual goals for each of the health-related fitness components.	4-H-2 Identifies and evaluates personal physiological response to exercise.
4-M-3 Participates in self-assessment for health-related fitness and meets the standards of that age group.	4-H-3 Designs health-related fitness programs based on accurately assessed fitness profiles.
4-M-4 Analyzes and applies basic principles of training to improve health-related fitness.	

E. Standard V

Physical Education Standards by Levels	
Standard V: Demonstrates responsible personal and social behavior in physical activity settings.	
Level P: Primary (K-2)	Level E: Elementary (Grades 3-6)
5-P-1 Demonstrates established protocols with little reinforcement.	5-E-1 Demonstrates good sportsmanship and fair play in a variety of settings.
5-P-2 Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings.	5-E-2 Recognizes and avoids unsafe practices and situations.
5-P-3 Works cooperatively with another to complete an assigned task.	5-E-3 Works cooperatively with teachers and peers to reach a common goal.
5-P-4 Applies the elements of socially acceptable conflict resolution in physical activity settings.	5-E-4 Accepts and gives constructive feedback.

Physical Education Standards by Levels	
Standard V: Demonstrates responsible personal and social behavior in physical activity settings.	
Level M: Middle School (Grades 6-8)	Level H: High School (Grades 9-12)
5-M-1 Participates in cooperative activities in both leadership and follower roles.	5-H-1 Demonstrates safe and appropriate use and care of equipment and facilities.
5-M-2 Utilizes time effectively to complete assigned tasks.	5-H-2 Identifies the inherent risks associated with physical activity in extreme environments.
5-M-3 Participates in establishing and following rules, procedures, and etiquette that are safe and effective for specific activity situations.	

F. Standard VI

Physical Education Standards by Levels	
Standard VI: Demonstrates an understanding for differences among people.	
Level P: Primary (K-2)	Level E: Elementary (Grades 3-6)
6-P-1 Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.	6-E-1 Displays positive attitudes toward self and others through physical activity.
6-P-2 Interacts with others regardless of personal differences.	6-E-2 Demonstrates a tolerance for individual differences.
6-P-3 Demonstrates a willingness to help a fellow student who has difficulty completing a skill.	6-E-3 Explores the role of culture in physical activities of other countries.

Physical Education Standards by Levels	
Standard VI: Demonstrates an understanding for differences among people.	
Level M: Middle School (Grades 6-8)	Level H: High School (Grades 9-12)
6-M-1 Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world.	6-H-1 Explores how age, ethnicity, culture and economic status affect physical activity selection and participation.
6-M-2 Recognizes commonalities and differences in people of different genders, cultures, ethnicity, abilities and skill levels and seeks to learn more about them.	6-H-2 Develops and integrates strategies for inclusion of all in physical activities.

G. Standard VII

Physical Education Standards by Levels	
Standard VII: Understands that physical activity provides opportunity for enjoyment, challenges, etc.	
Level P: Primary (K-2)	Level E: Elementary (Grades 3-6)
7-P-1 Describes the feelings that result from challenges, successes and failures in physical activity, alone or in groups.	7-E-1 Exhibits positive feelings about participation in physical activity.
7-P-2 Distinguishes feelings about and during physical activity.	7-E-2 Engages in the challenge of new activities.
7-P-3 Displays a willingness to participate in new activities.	7-E-3 Participates enthusiastically in independent and interactive physical activities.
	7-E-4 Participates in and designs games, gymnastics and dance to increase skill competence.
	7-E-5 Acknowledges the roles of games, sports, and dance in getting to know and understand self and others.

Physical Education Standards by Levels	
Standard VII: Understands that physical activity provides opportunity for enjoyment, challenges, etc.	
Level M: Middle School (Grades 6-8)	Level H: High School (Grades 9-12)
7-M-1 Participates in challenging activities and in activities requiring the utilization of newly acquired skills.	7-H-1 Participates for enjoyment in a variety of physical activities in competitive and recreational settings.
7-M-2 Identifies the social, emotional and physical benefits of participation in physical activities.	7-H-2 Identifies positive aspects of participation in several different physical and social activities with others.
7-M-3 Demonstrates enjoyment from participation in physical activities.	7-H-3 Illustrates benefits of physical education on social and emotional well-being.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4, et seq.

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